**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Draw a 6 on the board (or show a card with 6).  Ask, “What do we know about 6?”  Ask for random student responses.  Say, “Today you will learn there are different ways to make the number 6.”  Do the same for 7. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Spiral Review/Problem of the Day.  Introduce vocabulary: SIX, PARTS,  Say, “There is more than one way to make 6.”  Do the same for 7. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Pose the Problem: “Six cars are on the road. How can we use counters to show 6 in different ways?” Get counters (cubes)  Transition to tables and continue to instruct whole group; ask partners to share personal responses.  Partner share personal responses using manipulatives at desks .  Monitor each child’s workspace to see if he/she can show 6 unifix cubes to represent the cars. (2 different colors)  Students draw 6 “cars” or cubes to represent their thinking. (3 and 3; 2 and 4, 5 and 1, etc.) | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Ask students to give verbal responses for making six. Ask, “So who can tell me a way to make 6?”  Math journals; record 6 and 7.  Write “6” in the air. Show me how many fingers are 6? |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Document camera to model; students copy model and come up with their own ideas.  Teacher checks use of manipulatives and journals. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| CFAs |